

**FORTY-SEVENTH ANNUAL REPORT**

**OF THE**

**COLUMBIA INSTITUTION FOR THE  
DEAF AND DUMB**

**TO THE**

**SECRETARY OF THE INTERIOR.**

**1904.**

**WASHINGTON:  
GOVERNMENT PRINTING OFFICE.**

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# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## OFFICERS OF THE INSTITUTION.

*Patron.*—Theodore Roosevelt, President of the United States.

*President.*—Edward Miner Gallaudet, Ph. D., LL. D.

*Secretary.*—Charles S. Bradley, esq.

*Treasurer.*—Lewis J. Davis, esq.

*Directors.*—Hon. Francis M. Cockrell, Senator from Missouri; Hon. Charles N. Fowler, Member of Congress from New Jersey; Hon. Thetus W. Sims, Member of Congress from Tennessee, representing the Congress of the United States; Hon. Joseph R. Hawley, of Connecticut; Hon. John W. Foster, Hon. David J. Brewer, Lewis J. Davis, esq., R. Ross Perry, esq., of the District of Columbia; John B. Wight, esq., of New York.

## FACULTY OF GALLAUDET COLLEGE.

*President and professor of moral and political science.*—Edward Miner Gallaudet, Ph. D., LL. D.

*Vice-president and professor of languages.*—Edward A. Fay, M. A., Ph. D.

*Emeritus professor of natural science, and lecturer on pedagogy.*—Rev. John W. Chickering, M. A.

*Professor of history and English.*—J. Burton Hotchkiss, M. A., Litt. D.

*Professor of mathematics and Latin.*—Amos G. Draper, M. A., Litt. D.

*Professor of natural science.*—Charles R. Ely, M. A., Ph. D.

*Professor of applied mathematics and pedagogy.*—Percival Hall, M. A.

*Assistant professor of natural science.*—Herbert E. Day, M. A.

*Assistant professor of Latin.*—Allan B. Fay, M. A.

*Instructor in history, and librarian.*—Albert C. Gaw, M. A., M. Dip.

*Instructor in English.*—Elizabeth Peet.

*Instructor in engineering.*—Isaac Allison, E. E.

*Instructors in gymnastics.*—Albert F. Adams, M. A.; Bessie B. Harley.

*Instructor in drawing.*—Arthur D. Bryant, B. Ph.

## DEPARTMENT OF ARTICULATION.

*Professor in charge.*—Percival Hall, M. A.

## ASSISTANTS.

*Instructors.*—Kate H. Fish; Albert C. Gaw, M. A., M. Dip.

*Normal fellows.*—Henry August Quitmeyer, B. A., Concordia College, Indiana; Nellie Nichol, B. L., Monmouth College, Illinois; Mary Eugenia Thornton, B. S., Isbell College, Alabama.

*Normal students.*—Howard Edgar Thompson, Frederick College, Maryland; Yun Chung Kim, Seoul College, Korea; Annie Rebecca Kiesel, Central High School, Washington, D. C.

## FACULTY OF THE KENDALL SCHOOL.

*President.*—Edward Miner Gallaudet, Ph. D., LL. D.

*Instructors.*—James Denison, M. A., principal; Melville Ballard, M. S.; Theodore Kiesel, B. Ph.; Sarah H. Porter, M. A.; Bertha G. Paterson, M. A.; Clara C. Taliaferro. *Instructors in articulation.*—Anna S. Gaw; Elizabeth Peet.

*Instructor in drawing.*—Arthur D. Bryant, B. Ph.

## DOMESTIC DEPARTMENT.

*Supervisor and disbursing agent.*—Wallace G. Fowler.

*Attending physician.*—D. Kerfoot Shute, B. A., M. D.

*Matron.*—Myrtle M. Ellis.

*Associate matron.*—Amanda W. Temple.

*Master of shop.*—Isaac Allison, E. E.

*Farmer and head gardener.*—Edward Mangum.

# FORTY-SEVENTH ANNUAL REPORT

## OF THE

### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, Washington, D. C., October 3, 1904.*

The pupils remaining in the institution July 1, 1903, numbered 106; admitted during the year, 52; since admitted, 40; total, 198. Under instruction since July 1, 1903, 117 males and 81 females. Of these, 127 have been in the college department, representing 34 States, the District of Columbia, Canada, and Ireland, and 71 in the primary department. Of these, 50 were admitted as beneficiaries from the District of Columbia, and 91 have been admitted to the collegiate department under the provisions of the acts of Congress approved August 30, 1890, and June 6, 1900.

A list of the names of the students and pupils connected with the institution since July 1, 1903, will be found appended to this report.

#### HEALTH.

General good health has prevailed among the students and pupils during the year. Three of our young people, one requiring a simple surgical operation, were treated at the Columbian University Hospital without charge.

#### COURSES OF INSTRUCTION.

In our report five years ago a detailed account of the regular courses of study in all the departments of the institution was given. These courses remain practically unchanged, and it is thought unnecessary to repeat a description of them in this report.

#### LECTURES.

As an adjunct to the several courses of study, it has been the custom of professors, instructors, normal fellows, and members of the senior class of the college to give lectures to the students and pupils during the winter. These have been as follows the past year:

#### IN THE COLLEGE.

The Peace Conference at the Hague, by President Gallaudet.  
Dante, by Professor Fay.  
The Fools of Shakespeare's Dramas, by Professor Hotchkiss.  
Near-by Historic Virginia, by Professor Draper.

The Exhaustion of the World's Fuel Supply and its Relation to Civilization,  
by Professor Ely.  
A Trip through the Yellowstone, by Professor Hall.  
The Origin of the Drama, by Prof. A. B. Fay.  
The Land of the Czar, by Professor Day.  
Life Insurance for the Deaf, by Mr. Gaw.

#### IN THE KENDALL SCHOOL.

Sohrab and Rustum, by Mr. Denison.  
Naval Battles on the Lakes, by Mr. Ballard.  
Heroic Women of the Revolution, by Mr. Bryant.  
The Green Knight and Gawayne, by Mr. Roberts.  
Alec, an Indian story, by Mr. Wys.  
The Three Musketeers, by Mr. Drake.  
A Christmas Story, by Mr. Manning.

#### TECHNICAL INSTRUCTION.

The policy of encouraging promising young men among the college students to pursue scientific courses has been continued during the past year. It will be noticed that three of the graduating class received the degree of bachelor of science in June. Two of them took courses in civil engineering and one a course in chemistry. The last has already obtained a position as chemist in the Department of Commerce and Labor. Another young man, who graduated two years ago as bachelor of science in civil engineering, is now employed in surveying Government lands in Utah. Two other recent graduates in science have obtained positions in schools for the deaf. So it is evident that such training as has been offered along technical lines has not cut off those receiving it from employment in old fields, and that, at the same time, it has also opened new fields to them.

In addition to the courses already offered, a new course in technical work has been arranged for the members of the present senior class. It will consist of instruction in drawing and graphical methods, lectures on steam engines, air motors, hydraulic motors, explosive engines, the general applications of electricity, and the consideration of the engineering features of some of the greatest national and international projects now in operation or in construction. This technical instruction will be given by Mr. Isaac Allison, who has been for several years at the head of the industrial department of our Kendall School. Mr. Allison has recently received the degrees of bachelor of science and electrical engineer from the George Washington University after extended courses of study.

#### EXERCISES OF PRESENTATION DAY.

The fortieth public anniversary of the college was held in the college chapel on Wednesday, May 4.

Rev. John Gordon, D. D., president of Howard University, offered the opening prayer.

The orations delivered by members of the graduating class were as follows:

The Sign Language, Harley Daniel Drake, Ohio; The Greatest Thing in the World, Blanche Marie Hansen, Minnesota; Scotch Influence upon Civilization, Duncan Angus Cameron, Wisconsin; The Influence of the Poets, Ellie Jane Goslin, Nebraska; The Future of Labor, Frederick James Neesam, Wisconsin.

## THE PORTER MEMORIAL.

Mr. Samuel G. Davidson, an instructor in the Pennsylvania Institution for the Deaf and Dumb, and a graduate of our college in 1885, spoke in behalf of the alumni of the college, presenting a valuable memorial of the late Prof. Samuel Porter, who was for thirty-five years a member of our college faculty.

## MR. DAVIDSON'S ADDRESS.

MR. PRESIDENT, AND MEMBERS OF THE FACULTY, LADIES AND GENTLEMEN: The Gallaudet Alumni Association desires to take advantage of this presentation day gathering of the friends of the college to dedicate a memorial to the late Prof. Samuel Porter, who passed away three years ago, after a connection of thirty-five years with this institution. During that time every one of the young men and women who studied here came under his instruction, and upon them all he left the impress of his noble, beautiful, intellectual personality, which will always remain one of the most delightful memories of their college days, and which has been a stimulating, directing influence for good in their subsequent careers.

He was interested in many branches of science. He made a notable collection of etchings and engravings, and his lectures on art were among the most interesting and instructive of the college course. A lover of books, he acquired a large library containing many rare and precious volumes. Notwithstanding the affliction of deafness, he was fond of music, played the violin, and made long journeys to attend the performance of concerts, which he was able to enjoy in a measure through an instrument for aiding the hearing. In short, so catholic were his tastes that all fields of knowledge saw him an eager gleaner, and from each he garnered a harvest that would have been considered a sufficient wealth for any one man.

His learning was not a mantle that hung loosely upon him, but a part of his personality from which he could not be dissociated. It had not been painfully and painstakingly acquired that he might be recognized of men, nor did he seek to develop his natural gifts for the sake of the material rewards which their exercise would bring. With him knowledge and growth were ends in themselves, not means for the attainment of ulterior objects, and in them he found a more satisfying pleasure than riches, or power, or the world's acclaim can give. Yet there was about him none of the narrowness, the selfish absorption, that perhaps more often and more intensely characterizes the scholar than the practical man of affairs.

There were no dark corners in his character; all was sweetness and light. For the emptiness of vanity there was no room. He seldom referred to his work, and was never dogmatic nor intolerant, but maintained the attitude of the disinterested seeker after truth, even when discussing matters in which he was qualified beyond most men to speak with authority. Honors and titles he declined with a simplicity that admitted no question of his modesty.

He was of a singularly equitable temperament, and the most mischievous pranks of his students failed to disturb his mental serenity. Here, as in other colleges, the undergraduates are not overburdened with reverence, and many were the tricks they played upon him, taking advantage of his unsuspecting nature, and secure in the knowledge that he would deal gently with the offender; yet there was not one but loved and respected him. He had his trifling eccentricities, but such as only served to endear him to those among whom he lived. Faults he must have had, being mortal, but he lives in the memory of those who sat at his feet in the impressionable season of youth as the ideal of a pure, high-minded, noble Christian gentleman.

As in mind and character, so in physique he was a type of highest manhood; tall, erect, of fine presence, with a grand head well poised on broad shoulders, and with a countenance radiating intelligence and kindness, his outward appearance fittingly expressed the calm, majestic strength and harmony of his spirit.

In deciding the form this memorial should take, the alumni were influenced by the character and tastes of Professor Porter, and by what they thought would best please him. They have accordingly purchased, with small contributions from graduates and former students in all parts of the country, this set of the New International Encyclopedia, specially bound, and each volume inscribed with his name. This they present to the undergraduates of the college for their use, and with the hope that they will derive from the study of its pages a measure of the pleasure and instruction for which they themselves are indebted to the man whom it commemorates.

After the unveiling and presentation of the Porter memorial, the president of the college spoke as follows:

PRESIDENT GALLAUDET'S ADDRESS.

The friends who have honored us with their presence to-day will have learned from the programme that we are celebrating our fortieth anniversary. Such an occasion suggests a retrospective glance over the years that have passed, and it will be fitting to-day that we review our four decades of history to determine, if we can, whether the existence of the college has been justified by what it has done.

The germ of the college for the deaf was in a small school established by Congress in 1857 through the active cooperation of the Hon. Amos Kendall for the education of the deaf and the blind children of the District of Columbia. Mr. Kendall gave the school 2 acres of ground and a small frame building. Two years later he erected at his own expense a brick house at a cost of \$8,000, and in 1862 Congress appropriated \$9,000 for an additional building. In these quarters the school was carried on successfully, and in 1864 had 58 pupils, some of whom, having been under instruction seven years, were ready to enter upon advanced courses of study.

The superintendent of the school, who had come to Washington with the idea of endeavoring to secure the establishment of a college for the deaf, felt that the time had arrived for action in this direction. Early in 1864 the Senate Committee on the District of Columbia was asked to consider a bill authorizing the Columbia Institution to confer such degrees as are usually granted in colleges. On the 15th of March this bill, having been favorably reported from the committee by Senator Grimes, its chairman, was before the Senate. Its passage was opposed by two Senators from New England, one of these objecting that it gave this small school for the deaf and the blind collegiate powers equal to those exercised by Harvard University; the other regarding it as ridiculous to think of conferring collegiate degrees upon deaf-mutes. But there came to the support of the bill another Senator from New England, the Hon. Daniel Clark, of New Hampshire, who expressed the view that a class of persons handicapped as the deaf were were entitled to every facility that educational methods could afford them, and if it were possible to give them a collegiate education, that the stimulus of hoping to receive degrees, such as are conferred in colleges, was not unreasonable. Senator Clark advocated the bill so ably and so earnestly that all opposition was removed and it was passed without a dissenting voice.

A few days later the measure was passed by the House without opposition and on the 8th of April became law by the signature of President Lincoln.

On the 28th of June of the same year the college was publicly inaugurated, and an interesting feature of the exercises was the conferring of the honorary degree of master of arts on John Carlin, of New York, a deaf-mute of remarkable ability, who had mainly by his own exertion obtained great proficiency in art and letters. He delivered an oration on the occasion, and had in years previous published articles advocating the establishment of a college for the deaf.

Four days later Congress appropriated \$26,000 for the purchase of 13 acres of land adjoining the 2 acres previously given by Mr. Kendall. There were on this land buildings sufficient for the needs of the college at the time of its opening.

It is an interesting incident connected with this purchase that on the day the money was drawn from the Treasury and paid over to the owners of the real estate which had been bought, the fortunes of war had cut off Washington from all communication either by telegraph or by rail from the North.

It will be remembered by those familiar with the history of the struggles of Holland against Spain, that the city of Leyden, while closely invested by Spanish troops, organized a university.

That Congress should practically establish a college for the deaf under similar conditions is certainly an interesting episode in the history of education in this country.

During the first year of the college there were 13 students and 2 professors. Several free scholarships were maintained by private individuals, and in 1867 Congress, at the instance of Hon. Thaddeus Stevens, provided for 10 free students, this number being increased to 25 the following year.

In 1869, when the first class graduated, the number of students was 36, and Congress had appropriated \$175,000 for grounds and buildings. This favorable condition had not been attained without opposition. During three sessions of Congress, the then leader of the House, he being most of the time chairman of the Committee on Appropriations, regarding a college for deaf-mutes as unnecessary, and expendi-

tures for its support extravagant, did his utmost to destroy the college, and on one occasion came so near the accomplishment of his object as to secure the passage by the House of measures which, if they had become law, would have put an end to its existence.

Fortunately, however, friends were raised up for the college both in the House and in the Senate, who were able to overcome this opposition, and the names of Thaddeus Stevens, Rufus P. Spaulding, Lot M. Morrill, and James W. Patterson deserve to be remembered by the friends of the college as among those of its most effective supporters.

The opponent of the college to whom reference has been made, and who considered it absolutely useless, lived to see his own nephew, a son of a Senator of the United States, become one of its students and graduate from it with high honors.

Amos Kendall attended the first commencement of the college in 1869, and in an address made upon that occasion expressed his great satisfaction at having been permitted to see the college well established. His death occurred a few months later.

At its first commencement the college was welcomed into the republic of letters by addresses from President Samson, of the Columbian University, General Howard, president of Howard University, and Professor Henry, of the Smithsonian Institution.

The year 1870 was marked by two important events—one the increase of the number of free scholarships from 25 to 40; the other, the purchase of 80 acres of ground, constituting the estate known as Kendall Green, on which Amos Kendall had lived for many years, when the institution had but \$5,000 with which to pay for the land, the purchase price being \$85,000.

Ten thousand dollars were raised by private subscription in Philadelphia, Hartford, and Boston and paid on account of this purchase, and in 1872 Congress came forward with an appropriation of \$70,000 to wipe out the remaining indebtedness. Thus was the beautiful estate of Kendall Green, now comprising 100 acres, secured for the benefit of the institution in all its departments, and Congress, by its own action, became the trustee of this valuable property.

In years immediately following Congress was liberal in the appropriation of money for the erection of suitable buildings, and the valuable aid in these measures of the Hon. Henry L. Dawes, James A. Garfield, William S. Holman, and Samuel J. Randall should be recognized. Mr. Randall, who was known as a close economist, being present at one of our anniversaries, expressed his interest in the work of the college and justified his own course in Congress in the following pointed language:

"I want to say that it is a great source of satisfaction to tell you to-day that in all my public connection with appropriations from the Treasury I have never sought to strike at either science or charity. This institution combines both. Where is the heart or the head that would throw any obstacle in the way of the usefulness of such an establishment as this? Where is the heart or the mind that would not promote to the uttermost of its power such an institution in its full measure of usefulness?"

In 1887 the authorities of the college determined to open its doors to young ladies on the same terms as had previously been accorded to young men. In 1890 Congress increased the number of free scholarships to 60.

In 1891 Congress made especial provision for the teaching of speech, and a normal department was established for the training of young men and young women possessed of all their faculties, in the methods of teaching the deaf. This department has proved of great value, not only to our own institution but to the schools of the country in general. The presence of these young people in our own corps of instruction gives us a valuable service in the teaching of speech to our students. After a connection with the college for a year they go out into the schools for the deaf throughout the country prepared to do important work in these establishments. There have been 67 students in our normal department, 47 of whom, or more than two-thirds, are now engaged in the different schools of this country.

Since the organization of the college 789 students have been admitted, representing 41 States and Territories, the District of Columbia, Canada, Ireland, England, India, and Korea. Two hundred and eighty of these have graduated from full courses with degrees. The master's degree has been conferred upon 31 in course, and there have been 37 honorary degrees conferred. These honorary degrees have in all cases been conferred on persons who have been engaged in the education of the deaf in this country, in Canada, England, Ireland, Australia, Norway, Sweden, Belgium, and Germany.

It will be of interest to know of what practical use to our students their college training has been; what it has enabled them to do in life which they would not have been able to do had they not received the higher education.



Some years ago a member of Congress, who was on leave of absence from his position as the president of a New England college, visited our class rooms and looked over the work with a great deal of interest. As he was about leaving, he said to me, "I see that the deaf are perfectly capable of successfully pursuing a course of advanced study, but of what use will it be to them after they have graduated?"

I named to this gentleman a somewhat prominent newspaper published, I thought, in the district which he represented, and asked him if he was familiar with the paper. "Oh, yes," he said, "I know it very well; it is a very good paper, and it opposed my reelection to Congress."

I said, "That paper is published and edited by a graduate of this college."

With a laugh he replied, "Very well, I see now what graduates of your college can do."

A number of our graduates have been engaged in newspaper work in various capacities; many of them are successful teachers in schools for the deaf, and several have been principals and founders of such schools. A considerable number have taken places in the civil service of the Government, in the Treasury, in custom-houses, in post-offices, in the Patent Office, in the Pension Office, and in other departments. Some have taken up library work; some are engaged in banking, some are fruit growers and scientific farmers; several are successful architects; a number are practical chemists and assayers; one has attained eminence as a patent lawyer; another has been for several years an efficient botanist and biologist at the agricultural station of a Southern State. Others have succeeded as artists, engravers, lithographers, and photographers, as electricians, as publishers, and as expert manufacturers in various lines. A considerable number have been ordained as clergymen in different denominations and are now ministering as such to adult deaf-mute congregations in our large cities and towns.

But in estimating the value of what this college has done for the deaf of the country much more must be considered than the mere fact that it has enabled its graduates to take positions of high rank and greater usefulness in the world than they could have aspired to without the training the college has given them.

To the deaf even in greater measure than to those possessing all the senses mental culture is a solace and a benediction. And even though their higher education did not give them success from a commercial point of view, which in many cases it does beyond all question, if the lives of many can be brightened and their self-respect heightened, if they can have the comforting conviction that in spite of their disabilities they may take rank with the highest in the republic of letters, is it not worth while to give them the means of cultivating and developing the powers they do possess to the highest possible degree?

The Congress of the United States has answered this question in the affirmative, and has given liberal support to the college for the deaf during all the forty years of its existence. That this support will be continued the deaf of the country and their friends have good reason to believe, for with every added year the usefulness and the benevolence of the work of the college will be increasingly apparent.

By recent legislation Congress has raised the number of free scholarships from 60 to 100, thus giving what may be regarded as an irrevocable sanction to the objects the college is endeavoring to accomplish.

For this generous action on the part of the representatives of the people of the country the deaf and their friends return their most sincere and hearty thanks.

Candidates for degrees and diplomas as recommended by the faculty were then presented as follows:

*For the degree of bachelor of philosophy.*—Ernest Samuel Mather, Indiana.

*For the degree of bachelor of science.*—Frederick James Neesam, Wisconsin; John Charles Winemiller, Ohio; David Friedman, Ohio.

*For the degree of bachelor of arts.*—Harley Daniel Drake, Ohio; Arthur Laurence Roberts, Kansas; Blanche Marie Hansen, Minnesota; Ellie Jane Goslin, Nebraska; Duncan Angus Cameron, Wisconsin; Ernest Jackson Hendricks, Arkansas; Winfield Elias Marshall, New York; Louis Philip Schulte, Pennsylvania; Ida Wiedenmeier, Ohio.

*For the degree of master of arts.*—Owen G. Carrell, B. A., Gallaudet College, 1900; Herbert C. Merrill, B. A., Gallaudet College, 1896; Oliver J. Whilden, B. A., Gallaudet College, 1892.

*For the degree of master of arts (normal fellows).*—Arthur C. Manning, A. B., Emory College, Georgia; Musa Marbut, A. B., Converse College, South Carolina.

*Normal students.*—Gertrude Bowden, Wheaton Seminary, Massachusetts; Helen Fay, Friends Select School, Washington, D. C.

After the candidates for degrees in course had been presented President Gallaudet said:

LADIES AND GENTLEMEN: I am authorized by the board of directors of our college to announce the conferring of a few honorary degrees. Our college has been very sparing in giving such degrees, having conferred, as you will recall was stated a few moments ago, only thirty-seven in the forty years of its existence; but this year, having reached the fortieth milestone, we have felt it was proper that we should recognize in this way the very creditable attainments some of our graduates have made in science and letters.

The degree of master of arts has been conferred on Mr. Louis C. Tuck, of the class of 1870. Mr. Tuck has long been a successful teacher of the deaf in the Minnesota State school, and has done good work as the librarian of that institution. He has also written on educational subjects for the *Annals* and for other publications in the interest of the deaf.

Mr. Samuel G. Davidson, of the class of 1885, who has appeared before you this afternoon in connection with the memorial to Professor Porter, has also been selected for the honorary degree of master of arts. Mr. Davidson has for a number of years been an instructor in the advanced department of the Pennsylvania institution for the deaf. He was for a long time the editor of the paper published by that institution and has for some time been the editor of the *Association Review*.

The degree of doctor of letters has been conferred upon the following graduates of our college:

Mr. J. Burton Hotchkiss, of the class of 1869. Mr. Hotchkiss has been since his graduation connected with the faculty of our college, and it is well known by many present to-day what valuable service he has rendered in his department.

Mr. Robert Patterson, of the class of 1870. Mr. Patterson has been for many years the principal of the educational department of the Ohio institution, one of the largest in the country, having more than five hundred pupils. Mr. Patterson has directed the educational affairs of that institution with signal success.

Mr. Amos G. Draper, of the class of 1872. Mr. Draper has for many years past been connected with the faculty of this college. He has written largely on subjects relating to the deaf and their education. His work is well known to many of you.

Mr. Thomas F. Fox, of the class of 1883. Mr. Fox has for a number of years been at the head of the corps of instructors of the New York institution for the deaf and dumb. He has done much for the deaf of his State, and has written on subjects connected with deaf-mute education.

Mr. James L. Smith, of the class of 1883. Mr. Smith is connected in a similar capacity with the school for the deaf in Minnesota. Mr. Smith is also an editor and writer whose work is widely known in our profession.

These five gentlemen we feel are all deserving of the degree of doctor of letters.

The degree of doctor of science has been voted to the following gentlemen:

Mr. George T. Dougherty, of the class of 1882. Mr. Dougherty has achieved distinction as a chemist and assayer. He has not only gained recognition in the practical work of his chosen calling, but is a writer of considerable repute, his articles on scientific subjects having been published not only in American journals, but having also been translated into French and German and received with great favor in Europe.

Mr. Gerald McCarthy, of the class of 1887. Mr. McCarthy is a prominent botanist and biologist, connected with the North Carolina agricultural experiment station at Raleigh. He has written many important articles on subjects connected with his profession.

These gentlemen are thought to be worthy of the degree of doctor of science.

Introducing President Gilman as the orator of the day, President Gallaudet said:

LADIES AND GENTLEMEN: It has been a great pleasure to us to have with us from time to time on our anniversary occasions representatives of other institutions of learning, and we have had many with us during all these years, but I can not take the time to recount the names of those who have honored us. A friend is with us to-day, however, who has addressed us on several occasions. This friend represents in a peculiar way the educational interests of the United States. He is a distinguished graduate of Yale, and holds honorary degrees from Yale, Harvard, Princeton, Columbia, and other universities of this country. He was the founder of a college on the Pacific coast, and its first president. He organized the great university at Baltimore, and presided over it for more than a quarter of a century, and now in the maturity of

his years he has been called to be the head of the unique institution recently established in this city for scientific research. This friend, as I have said, has addressed us on several occasions in the past, and we are especially gratified to have him with us to-day. I take much pleasure in presenting him as the representative of sister institutions, and also of the larger educational interests of this country. He needs no introduction. You will all welcome and be glad to hear from President Daniel C. Gilman, of the Carnegie Institution.

#### PRESIDENT GILMAN'S ADDRESS.

LADIES AND GENTLEMEN: I am sure of your consent, and probably of your approval, if I begin my remarks by speaking for you instead of speaking to you. Let me, therefore, turn to the originator, the administrator, and the presiding genius of this college and congratulate him upon the achievements which this day commemorates.

Mr. President, forty years is a long period in any life; forty years of steady, happy, successful progress, in one place, with one purpose, with one resolution, are rarely allowed to any man. Moses wearied by the way in his exodus of forty years, and failed to reach the promised land. In this respect many men have been like Moses.

But you have not wearied nor halted, and now with advancing years the dreams of your youth have become reality. In the name of this company of your friends, colleagues, supporters, graduates, and scholars (may I add as a friend from your youth onward) I congratulate you on this anniversary, so full of personal associations, joyful and sad; so full of official memories, difficulties overcome, successes reached, hopes attained, victory won. Be happy in these recollections, and let us who are present and hosts who are at a distance be happy with you.

You are one of those fortunate men who found in early youth a fit career. Heredity favored you. In the annals of modern philanthropy no name is more honorable than that of your father, the earliest teacher of American deaf-mutes, a man of sagacity, versatility, common sense, and, above all, of supreme devotion to the service of his fellow-men. His name is illustrious. Nor can I forget your mother, whose speechless signs were your earliest introduction to the language of the deaf, whose benign sympathy and encouragement gave strength to your efforts during the long period through which her life extended. Education helped you, by the fireside and at school, in a city of cultivated homes, in the land of steady habits, the seat of colleges, and the center of efforts for the benefit of mankind as abundant as they were suggestive. Opportunity sought you, and, as soon as you were wonted to the manly toga, called you to Washington, where, before the eyes of the nation, in the presence of leading statesmen, you were to unfold the possibilities of deaf-mute instruction. Of such inheritance, education, and opportunity you have been worthy, and were your labors now to end we should offer you the victor's crown. On the contrary, we bespeak for you more years to live, more advances to make, more success to be attained. Happy is he whose labors for others are continued active as long as the stream of life courses through his veins.

You have avoided, Mr. President, a temptation to which you might have yielded—the temptation to tell a personal narrative. I have no doubt you could have made an interesting story, quite charming to the readers of Hoar and Newcomb, if not so comprehensive as the massive memoirs of Gladstone or the extraordinary introspections of Herbert Spencer. Instead of biography you have given us history. It is a chapter in evolution, the development of an "asylum," a "refuge," a "retreat" for those who were thought to need protection if not isolation, into a college where the same opportunities for intellectual culture are provided as are offered to those who have hearing.

Perhaps deafness is not without alleviations. How many things the ear hears which the sign manual does not repeat. I may be in error, but it seems to me that insinuations, detractions, slanders, and gossip must be held in quarantine or not allowed to pass into the minds of the deaf. If so, the deaf have their advantages.

Great as the change has been since your father began the American School at Hartford fourscore years ago, manifold as are the offsprings of that school in every part of our Union, great as your achievements have been in the development of this college, I am not sure that your work is complete. Are there not certain classes of the deaf whom you have never reached? How about those of us whose auditory organs are perfect, yet who are deaf to the cries of distress, the needs of the destitute, and the calls of duty? Are not there many persons not enumerated as deaf in the census who are deaf to the lessons of nature, the experience of nations, the utterances of

the wisest leaders of our race? Will there never be an awakening for those who are ethically deaf? Is there no power to break the silence of those who never speak in behalf of charity, education, and good government? I leave the question without any attempt to answer it.

May I venture to extend your historical retrospect beyond your memory or mine, and remind this audience of the slowness with which good ideas are brought to fruition? Twelve hundred years ago one of the sainted scholars of Anglo-Saxon times, known as the Venerable Bede, recorded in his Ecclesiastical History that a bishop of his day taught a deaf-mute to repeat letters, syllables, and even words and sentences after him. The fact was cited as a miracle. Almost a thousand years passed before this seed began to sprout. Yet it had the vitality of a grain of corn buried with a mummy. At length in England, France, Spain, Italy, and Germany, with varying degrees of energy and skill, the instruction of deaf-mutes began. Foremost among the leaders were the Abbé de l'Épée and his scholar the Abbé Sicard. How were the seeds transplanted to this country and made to bear fruit in the virgin soil of America? A company of Huguenots, driven from France by the well-known persecutions, were established in this country in the seventeenth century. Many familiar names are in that honor list—among them that of Peter Elisha Gallaudet, a physician. From that immigrant Thomas H. Gallaudet descended. He was born to wise benevolence—to skillful beneficence. A liberal education made him an all-round man. But law did not attract him, nor business, nor the ordinary work of instruction; and even the gospel ministry, for which he was prepared, did not at that time satisfy his aspiring nature. What seems an accident opened the door to his career. A little girl playing in the garden next his father's garden, deprived of the powers of speech and hearing, attracted his attention, and Alice Cogswell's story, too often told for me to repeat, was the beginning of deaf-mute instruction in America. These are familiar facts well known to your colleagues and to many others in this assembly.

How many times has a little child awakened the sympathies and developed the thoughts of the beneficent. You may remember that it was two young women in Versailles that aroused the Abbé de l'Épée, and if I repeat the names of Julia Brace, Laura Bridgman, and Helen Keller you will surely be reminded of others less talked about perhaps, but not less remarkable instances, young women who have evoked the most patient and the most successful instruction, and have been enabled in a great degree to overcome their limitations. It was Alice Cogswell's case that sent to Paris Thomas H. Gallaudet. It was by the Abbé Sicard that he was counseled. At his instance came the Abbé Sicard's pupil, Clerc, to this country. The American School was founded in Hartford, and now throughout the land a hundred institutions are established. Thus slowly germinate ideas. Twelve hundred years ago seeds were planted. Two hundred and fifty years ago they began to put forth leaves. Eighty years ago they were transplanted to our soil. Now, for forty years in the nation's capital this noble institution has flourished.

This is all a chapter in the higher education of this country; and the titles of other chapters are these: The recognition of the scientific method; the development of higher education; the growth of endowments; the universal establishment of common schools; the recognition of the value of manual education; the renovation of medical science, followed by the extermination of dire diseases.

Take courage, all who are disposed to doubt as to the progress of mankind. Listen not to the cries of the pessimists. Believe not that the world is decadent nor heed the alarms of the timid.

The exercises of the day were closed with the benediction by Rev. Samuel H. Greenc, D. D., pastor of Calvary Baptist Church.

At the end of the college year, degrees were conferred in accordance with the recommendations of presentation day, with the addition of Mr. Paul Revere Wys, of Minnesota, who received the degree of bachelor of philosophy.

## RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statements:

## SUPPORT OF THE INSTITUTION.

## RECEIPTS.

Balance from old account .....	\$420. 69
From the Treasury of the United States.....	70, 500. 00
Board and tuition .....	4, 716. 67
Damage to grounds.....	37. 50
Shoe repairs .....	19. 55
Total .....	75, 694. 41

## EXPENDITURES.

Salaries and wages .....	\$42, 257. 81
Improvements .....	33. 72
Miscellaneous repairs .....	2, 194. 78
Household expenses and marketing .....	4, 075. 37
Meats .....	5, 325. 72
Groceries .....	3, 768. 22
Bread .....	1, 695. 58
Butter and eggs .....	1, 981. 26
Medical attendance and nursing .....	623. 25
Telephones and electric clocks .....	276. 65
Furniture.....	349. 02
Lumber .....	482. 98
Dry goods .....	465. 54
Gas .....	2, 511. 30
Paints and oils .....	152. 70
Fuel .....	4, 429. 80
Feed .....	1, 056. 91
Medicines and chemicals.....	289. 08
Books and stationery.....	288. 10
Hardware .....	283. 86
Plants, seeds, and tools .....	271. 99
Blacksmithing .....	177. 10
Carriage repairs .....	60. 10
Ice .....	322. 24
Live stock .....	730. 34
Incidental expenses .....	355. 42
Crockery .....	292. 39
Stamped envelopes .....	42. 40
Auditing accounts .....	300. 00
Printing .....	45. 65
Harness and repairs .....	199. 25
Lectures .....	50. 00
Printing press .....	150. 00
Gymnasium goods.....	19. 60
Balance .....	136. 28
Total .....	75, 694. 41

## SPECIAL REPAIRS.

Received from the Treasury of the United States.....	\$3, 000. 00
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## EXPENDITURES.

Plumbing and steam fitting .....	\$1, 577. 77
Paints and oils .....	459. 00
Paperhanging .....	344. 33
Mason work .....	101. 50
Painting and carpentering .....	317. 00
Asphalt paving.....	200. 40
Total .....	3, 000. 00

## BUILDINGS AND GROUNDS.

Received from the Treasury of the United States ..... \$30,000.00

## EXPENDITURES.

Architect's services.....	\$1,098.90
Labor .....	3,598.29
Brickwork.....	7,561.80
Excavation and asphalt work .....	2,213.87
Ironwork.....	1,901.27
Lumber.....	1,739.82
Roofing.....	503.55
Millwork, doors, and windows.....	2,070.02
Plumbing and gas fixtures .....	1,650.92
Stonework.....	305.85
Electric wiring and lightning rods .....	388.53
Hardware and trimmings .....	490.54
Laundry machinery .....	1,396.68
Stuccowork and plastering .....	1,185.00
Steam fitting.....	267.72
Metal lathing.....	170.00
Paints and oils .....	165.55
Galvanized cornices and work.....	581.01
Balance .....	2,710.68
Total .....	30,000.00

## ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1906, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$73,000.

For repairs to the buildings of the institution, including plumbing and steam fitting, and for repairs to pavements within the grounds, \$3,000.

For additions to the buildings of the institution, to furnish additional accommodations for pupils, and to provide for the heating of the buildings from a central plant and for lighting the buildings by electricity, \$30,000.

The following estimate has been submitted as a deficiency for the fiscal year ending June 30, 1905: For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$2,500.

The need for this deficiency appropriation has arisen in part from the increased expense we have had to incur for fuel, owing to the unusual severity of the last winter, and for the greatly increased cost of provisions.

The estimates for current expenses are equal in amount to the sum of the appropriations and estimates for the current year.

The estimate of \$30,000 is for improvements, the need for which has become very pressing.

The seven principal buildings of the institution are heated by separate boilers, at much greater expense than would be incurred were they heated from a central station. Most of the boilers now in use are quite old and liable to give out at any time.

We have long felt the need of substituting electric light for gas in our buildings, and this can be done at small additional expense should

a central heating plant be provided for. The same boilers that furnished steam for heating purposes would give the power needed for running a dynamo.

All of which is respectfully submitted. By order of the board of directors.

E. M. GALLAUDET, *President.*

Hon. E. A. HITCHCOCK,  
*Secretary of the Interior.*

# CATALOGUE OF STUDENTS AND PUPILS.

## IN THE COLLEGE.

Alabama:	Kansas—Continued.
G. Herman Harper.	Thomas S. Williams.
Arkansas:	John Dusch.
Ernest J. Hendricks.	Mary J. Gillman.
Daisy M. Henderson.	Kentucky:
Colorado:	William C. Fugate.
Bert L. Forse.	Otto C. Meunier.
Edna A. Drumm.	Snowa P. Frost.
Frank Horton.	Alvin L. Kutzleb.
Connecticut:	Chester D. Erwin.
Helen E. Fish.	George E. Hartman.
Delaware:	Maine:
May I. Dougherty.	Fannie P. Kimball.
Florida:	Lulu A. Mayo.
Alice A. Nicholson.	Maryland:
Georgia:	George Brown.
Anna W. Allen.	Arthur Hoffmaster.
Illinois:	W. Perrin Lee.
Paul H. Erd.	George H. Faupel.
Edward H. Garrett.	J. J. F. Leitch.
Charlotte E. Hall.	Herbert C. Leitch.
Catherine P. Marks.	Massachusetts:
Leo R. Holway.	Charles A. Malloch.
Frederick W. Schoneman.	Michigan:
Edith Peel.	William S. Hunter.
Indiana:	Clyde Stevens.
Ernest S. Mather.	Margaret M. Leveck.
Robert E. Binkley.	Harold Preston.
Earl M. Mather.	Minnesota:
Iowa:	Paul R. Wys.
Mabel E. Fritz.	Blanche M. Hansen.
Louis J. Poshusta.	Helen M. Garrity.
Fred. D. Curtis.	Edward M. Rowse.
Early R. Elder.	Harry T. Johnson.
Walter F. Poshusta.	Ernest B. Ringnell.
Hattie Gifford.	Henry E. Bruns.
Carrie Hargens.	E. Leo Joyce.
Sarah B. Streby.	John H. McFarlane.
Kansas:	Frederick J. O'Donnell.
Arthur L. Roberts.	Dean E. Tomlinson.
Frank E. Mikesell.	Ellen D. Johnson.
John C. Peyton.	Mississippi:
Iona Tade.	Hugo H. Matzner.
May Thornton.	Missouri:
Mazie F. Britt.	W. Howe Phelps.
Claibourne F. Jackson.	Irene P. Burow.

## CATALOGUE OF STUDENTS AND PUPILS—Continued.

## IN THE COLLEGE—Continued.

## Nebraska:

Effie J. Goslin.  
 Emma G. Morse.  
 Hattie B. Ren.  
 Perry E. Seely.  
 Mary Smrha.  
 Hester M. Willman.

## New Jersey:

Morton H. Henry.

## New York:

Winfield E. Marshall.  
 William W. Sayles.  
 Louise E. Turner.

## North Carolina:

James M. Robertson.  
 Odie W. Underhill.

## North Dakota:

Carrie Lemke.  
 William O. Messner.  
 W. Leister Williams.

## Ohio:

Ida Wiedenmeier.  
 Harley D. Drake.  
 David Friedman.  
 John C. Winemiller.  
 Warren Hoverstick.  
 Euna Speer Boyd.  
 Winifred M. Jones.  
 E. Elizabeth Laing.  
 Alice G. Neldon.  
 Arthur Hinch.

## Pennsylvania:

Louis P. Schulte.  
 Dan M. Reichard.  
 Charles L. Clark.  
 Laura A. Bigley.  
 John G. Escherich.

## Pennsylvania—Continued.

William Cooper.  
 Francis M. Holliday.

## Rhode Island:

Moses Goldonofsky.

## South Carolina:

Robert O. Glover.

## Tennessee:

John B. Chandler.

## Texas:

C. Hunter Cooley.  
 Beulah B. Christal.  
 Willie L. Kilgore.  
 Robert L. Davis.

## Utah:

Lillian Swift.

## Virginia:

Bickerton L. Winston.  
 Alvah M. Rasnick.  
 Charles H. Williams.  
 Nancy E. Hooper.  
 Oscar E. Holmes.  
 Mary A. Scott.

## Washington:

T. A. W. Lindstrom.  
 Edna L. Marshall.  
 Susie Dickson.

## Wisconsin:

Duncan A. Cameron.  
 Fred. J. Neesam.  
 Enga C. Anderson.

## District of Columbia:

Sarah L. Dailey.

## Canada:

Arthur Jaffray.

## Ireland:

John W. McCandless.

## PUPILS IN THE KENDALL SCHOOL.

## FEMALES.

Ada Baker, District of Columbia.  
 Alzenoba Baker, District of Columbia.  
 Susan F. Chamberlain, District of Columbia.  
 Bertha Conaway, Delaware.  
 Myrtle E. Connick, District of Columbia.  
 Marion Crump, District of Columbia.  
 Sarah L. Dailey, District of Columbia.  
 Mary E. Duncan, South Carolina.  
 Rosa Early, District of Columbia.  
 Maud E. Edington, District of Columbia.  
 Carrie Elliot, Delaware.  
 Gertrude Fagan, Delaware.  
 Mazie Flippings, District of Columbia.  
 Louise J. Golding, District of Columbia.  
 Elsie Hutchins, District of Columbia.  
 Florence Johnston, Delaware.  
 Tina F. Jones, Delaware.  
 Grace Kelly, District of Columbia.

Cornelia J. C. Linder, South Carolina.  
 Ida M. Littleford, District of Columbia.  
 Mary Ludwig, Arkansas.  
 Matilda Maddox, District of Columbia.  
 Florence C. Marshall, District of Columbia.  
 Mamie L. Marshall, District of Columbia.  
 Edna Miller, District of Columbia.  
 Mary O'Rourke, Delaware.  
 Olivia Petersen, Delaware.  
 Sophia Stansbury, District of Columbia.  
 Laura Sykes, District of Columbia.  
 Sadie Talbert, District of Columbia.  
 Glendora Taylor, Delaware.  
 Effie Thomas, District of Columbia.  
 Louise C. Turner, New York.  
 Maggie Vaughan, District of Columbia.  
 Alice Woolford, District of Columbia.  
 Florence Young, District of Columbia.



## PUPILS IN THE KENDALL SCHOOL—Continued.

## MALES

Benjamin Beaver, District of Columbia.  
 Edward F. Beirne, New York.  
 George W. Bloedel, Pennsylvania.  
 Walter Carmean, Delaware.  
 William Hensen Clark, District of Columbia.  
 Arthur Dillon, New York.  
 Miner Ellis, District of Columbia.  
 Wallace Edington, District of Columbia.  
 Jacob Eskin, District of Columbia.  
 Moses Goldonofsky, Rhode Island.  
 Ulysses G. Gordon, District of Columbia.  
 Charles Gorman, District of Columbia.  
 William A. Gray, District of Columbia.  
 Raymond Johnson, District of Columbia.  
 Robert Johnston, Delaware.  
 Mitchell Kern, Tennessee.  
 Arthur Long, Delaware.  
 Lewis J. Long, Delaware.  
 John W. McCauley, District of Columbia.

John McIntosh, District of Columbia.  
 Isaac L. Marshall, District of Columbia.  
 James A. Nash, District of Columbia.  
 Lester Naylor, District of Columbia.  
 Joseph P. Riley, District of Columbia.  
 William J. Riley, District of Columbia.  
 John Shields, District of Columbia.  
 Charles Shepherd, District of Columbia.  
 J. Leonard Stark, District of Columbia.  
 Raymond Stillman, District of Columbia.  
 Joseph Stinson, District of Columbia.  
 Arthur Swarts, Delaware.  
 Clarence Tapscott, District of Columbia.  
 Edward Taylor, District of Columbia.  
 James Thomas, District of Columbia.  
 L. Byrd Trawick, Georgia.  
 Henry Turner, District of Columbia.  
 Raymond Webb, Delaware.  
 Charles Wright, District of Columbia.

## REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. All deaf-mutes of teachable age, of good mental capacity, and properly belonging to the District of Columbia are received without charge. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind of teachable age belonging to the District of Columbia. Persons desiring to avail themselves of this provision are required by law to make application to the president of this institution.